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OUR SHIPS.

In those bright summer mornings when I row
Up from the bay upon the broad Maumee,
And the stately boats that come and go,
I meet the toy ships going out to sea—
Each ship a board propelled by paper sails,
And given with shouts to billows and to gales.
Ah, happy boys! that launch your ships away,
Playing the merchant long before your time,
We men are like you to our dying day,
Still sending ships to every distant clime;
And some men's ships come back to their own
shore,
And some men's ships come back to them no more.
In youth our ships to fetch us Love we sent
(Long since they went in those glad days of old),
Some went for Fame and some for Power we sent,
And then we sent whole fleets to bring us gold;
And all the ships we sent across the main
Not one in thousands came to us again.
But I believe our ships are gone before—
Gone to some Better Land, to which we go;
There one by one they gather on the shore,
Shore steadily on by all the winds that blow,
And we shall find them on some Happy Day,
Moored fast, and waiting at the Golden Quay.
—Toledo Blade.

THE NEW YORK SCHOOLS.

The condition of the public schools of Buffalo is very clearly set forth in the report of the superintendent of public education, Thomas Lathrop, M. D., for the year ending with December, 1871. It is generally satisfactory; though, in some respects, needed improvements are suggested. His statistics show that in a population of 125,000, the number of persons between 5 and 21 years of age is about 31,500; the number of pupils attending public schools some portion of the year was 21,808; the average daily attendance during the year was 10,660, while the average registration per term was 14,533. The average cost of tuition per pupil on the average attendance was \$30.95; average cost per pupil on total registration, \$15.37. The figures demonstrate that a large portion of the pupils fail to attend regularly to their school duties, and thus manifest a want of appreciation of the privileges offered them. The measures hitherto adopted to remedy this "growing evil," the superintendent says, have been ineffectual. He suggests the enactment of a truancy law, giving to the city police authorities power under certain restrictions to compel the attendance of pupils at school, on complaint of the teacher or parents. Some reason, however, for the low average of attendance is to be found in a lack of proper school accommodations, the supplying of which, the superintendent believes, would add at least 2,000 pupils to the present number. The employment of teachers, it appears, rests entirely with the superintendent. Some radical changes made during Mr. Lathrop's official term excited both individual and public criticism, but he contends that he was actuated solely by a desire to elevate the standard of scholarship among the teachers, and hopes that neither political influence nor personal sympathy will be allowed to interfere with appointments hereafter. The German language is taught in twelve of the Buffalo schools as an elective study. The total number of pupils availing themselves of the advantage during the year was 633, employing seven teachers at a cost of \$10.02 to each pupil. The superintendent recommends that the study be incorporated into the graded course in the German districts. Music is a part of the regular school exercises, but no proper system of instruction has yet been adopted—therefore it fails to accomplish the desired object, a knowledge of the musical elements. The progress in drawing has been very satisfactory. A large part of the report is occupied with a description of the graded course of instruction, and the system of examination pursued in the Central School, which is really a high-class academy. Evening schools were inaugurated in the autumn of 1870, and have fully answered expectation. The city charter does not allow of an admixture of whites and blacks, and therefore a "colored school" is provided, of which good report is made. The normal school "is an important and valuable auxiliary to the educational institutions of the city." The superintendent very properly protests against the practice of assessing pupils for the procurement of stationery, pianos, etc., believing that all such necessary articles should be provided from the general school fund; and strongly advocates increased salaries to competent teachers, in order that the best talent may be secured. An appendix contains a plan for remodeling the old-style school-houses, and comprehensive statistical tables.

The Board of Education of Syracuse make no detailed report of themselves, but simply adopt that of the superintendent, Mr. Edward Smith. By this it appears that the number of persons in the city be-

tween the ages of 5 and 21 is 16,859—an increase for the year of 853. The whole number of pupils registered in the schools is 8,042, and there are 1,557 in private and parochial schools—an increase of 41 in the first and a decrease of 73 in the last. The average number belonging to the public schools of all grades is 5,701—an increase of 123; and the average daily attendance 5,365—an increase of 185. The average per cent. of attendance on the number belonging is 94, while the number of sittings in all the schools is actually less than the registration—6,785. Thus there were on 47.7 per cent. of the entire school population in the schools during some portion of the year—about two per cent. less than reported in the previous annual report—showing that the ratio of attendance has not kept pace with the increase of population, though the actual attendance has been larger. The superintendent has complaint to make of tardiness, inconstant attendance, absenteeism and truancy. Less than one-fourth of the school population attend school eight months or over, and less than one-half of those who even enter the schools continue in them three-fourths of the time. Special efforts have been made to improve this condition of affairs, but thus far without success. The superintendent is strongly in favor of the establishment of a Reform School for the treatment of the various delinquencies outside of the regular schools. The use of the rod is forbidden, and the superintendent thinks that the effect is thus far good. Drawing is taught, and the results of a year's experience are encouraging. Music is also introduced as an exercise, but is not yet properly taught. The High School answers in some degree the purposes of a normal school, as two years are required to be spent in it before a pupil can enter the Teachers' Class, in which one year must be spent by all expecting to teach. The range of salaries is comparatively low, the Principal of the High School receiving only \$2,000. The superintendent is very properly in favor of increased compensation, that a higher grade of intelligence may be secured.

Mr. A. McMillan, Superintendent of the Public Schools at Utica, sends us his annual report for 1871. The city, it appears, owns sixteen substantial brick school-houses and employs 72 teachers, but still the school accommodations are not sufficient. While the number of pupils enrolled is 4,258, the total number of sittings is only 3,360, nearly a thousand less. The pressure has been relieved as far as possible by renting extra buildings, and the teachers have received pupils in excess of the regular accommodations, but many pupils have nevertheless been excluded from the benefits of the public schools, and obliged to attend private schools, or, worse, allowed to run in the streets. The superintendent says: "If our citizens could witness the pleasure with which parents receive the announcement that their children can have seats in school, I am sure they would be even more generous in supplying ample school accommodations." This certainly speaks well for Utica, and the value she places upon the public school system. The superintendent reviews at considerable length the course of studies pursued in the various schools and notes good results in all. The Bartholomew system of drawing has been introduced, and music taught scientifically with a degree of success which fully justifies us in all that we have contended for regarding it. An advanced school takes the place of the ordinary high school, and a public library is a valuable adjunct of the school system of the city.

The last report of the Board of Education of the city of Auburn includes that of the superintendent, Mr. B. B. Snow. The whole number of persons in the city between the ages of 5 and 21, as reported at the last school census, was 4,392. Of these 500 are estimated as attending private schools; 3,763 are registered in the public schools, leaving 1,129 persons of school age who do not attend school any portion of the year. Of those registered an average of 1,730 only are reported as belonging to the schools, and the average daily attendance of this number is but 1,500, or 86 per cent. The superintendent discusses the bad aspects of these figures, and recommends greater stringency in the enforcement of the school laws, and especially the establishment of a reform school for the correction of glaring abuses. The school system includes a high school, which is doing efficient work. Music is taught, but not scientifically, as it should be. Evening schools are doing a good

work in a limited way. Teachers' wages require regulation, and the superintendent is in favor of a general advance.

The condition of the public schools of Oswego, according to the annual reports of the Board of Education for 1871 and 1872—kindly forwarded to us by Mr. Mr. V. C. Douglas, the secretary—is "very satisfactory" with a few exceptions. The general statistics for this year show the whole number of children in the city between the ages of 5 and 21 years to be 8,711. The number registered in the public schools is 5,115. The number of pupils registered is 4,837; daily average attendance for the year, 3,264. Pupils in Catholic schools, 780; in other private schools, 66. This shows only a moderate percentage of attendance, while the exhibit of irregular attendance and tardiness is remarkably large. The number of days lost by the former is 30,097, or 107 years; the number of cases of tardiness is 17,587, amounting to 134 days. This showing, we are glad to be able to note, is not so bad as that of 1871; but it is sufficient, we think, to prove that there is something wrong in the school government. The report embodies a long disquisition upon the evil, without suggesting any direct remedy, and pointing argument solely to the parents. We think we can find one cause of the trouble clearly indicated in another part of the report, under the heading of "Teachers and Salaries." It says: "Not less than ninety teachers have left the employ of the board during the past five years, a majority of this number to accept more lucrative situations, receiving salaries varying from \$500 to \$1,800. The most happy results upon individual schools, and upon our school system generally, might reasonably have been expected from the detention of the services of this large number of teachers, many of whom were in possession of rich experience and rare qualifications." And still the school system embraces a training school, and one of the State normal schools is located in the city. Most of the teachers at present employed, in fact, are graduates of the latter; "but, for the past few years, we have been able to secure the services of but a limited number who have received the highest training of this valuable institution, for the reason that they receive and accept offers of more remunerative situations in other localities." Could any demonstration of cause and effect be more clear? Let the board adopt a more liberal range of salaries, in order that the best governing as well as the best teaching talent may be secured and retained, and our word for it, the evils of irregularity and tardiness will be much lessened.

TWO HOURS IN A KINDERGARTEN.

BY EDWARD TAYLOR.

While in the city of Hamburg, I saw a door over which was the single word "Kindergarten." I had seen something of higher education in Prussia, and now saw something of the lower. Sitting upon the little forms, and engaged in a peculiar rhythmic exercise, were sixty-two children, or rather infants, from three to seven years of age. No books whatever were visible. Each child was furnished with drawing materials, and on many desks were variously cut bits of tin. Little squares of blue perforated paper and yellow creased, slips of wood fibre and the various geometric solids were stowed away for use; and upon the shelves were placed animal, vegetable and mineral specimens under contribution.

None of the children could read, and many could not talk plainly. No effort was made to teach them the "mystical lore" of books. This child-garden seemed no place for tasks and work, but only for play—for spontaneous play—so systematized and directed by an adult as to furnish valuable discipline to mind and body. One could readily see that the children were getting, through the testimony of the senses, the foundation of all knowledge, an accurate acquaintance with the external world of matter. Happy in the guidance of a sympathetic and skilled teacher, they were getting naturally and easily what they otherwise would have got with many a blunder, or never got at all. They were discriminating colors, hues and tints; were learning the forms, measurements, distances and properties of bodies; were passing judgment on the uses, construction and adaptability of organs in the vegetable and animal kingdoms. They were making models, drafting plans, developing their muscles by calisthenic exercises, learning the "music of motion" by such marching as would rejoice the strict-

est drill-master in the realm, and practicing the "symphony of sound," by the utterance of cooing songs, and by the unstrained, improvised melody of children and birds.

This kindergarten seemed to be really a nursery where, by systematic training, all the right powers of the being were developed in a just order and proportion. It was simply a supplement to natural processes. There being no infliction of tasks, either mental or bodily, and light athletic sports alternating with the more sedentary employment, there seemed as little probability of dwarfing the body as of stultifying the intellect. And, on the other hand, if nature's processes are safe, to teach a boy to make skillful and intelligent use of his body, and to know much of the natural world, at a time when every faculty is alive to sensuous impressions, cannot tend to produce a dangerous precocity of mind.

But this training seems not only harmless but very valuable, and very direct in its uses in life. The viciousness of street children is proverbial, and chiefly because of their hap-hazard, Topsy-like development. Again, every one who has remarked the meagre results produced by those who teach the nicer mechanical arts and trades to young apprentices, can testify to the importance of senses trained to accurate observation, and of fingers and hands skilled in delicate manipulations.

You who sit with self-congratulation in the high places of pedagogy, what would you not give to see in your own pupils the gleaming eye of intelligence, and the calm consciousness of victories won which I saw in the faces of these infants? We cannot say that education begins in the school-room; but rather with the first darting of the eye in infancy, and the first flushings of the face from an alert curiosity. At the legal school age our child might be such philosophers in their knowledge of natural objects, and so expert in the management of their bodily powers, as to put our wrinkled cheeks to blushing. A child must grow and learn, and that with unexampled rapidity; and were it possible to arrest the desire for sensuous impressions, he would enter the school-room, when the State admits him, a driveling idiot. But systematize his culture, follow the course of natural development, lend the guidance of sympathy and skill, and in due time he will pass from the exclusive study of things to the study of books with an awakened interest and an unfeigned devotion to mental pursuits.—*Indiana School Journal.*

OUR PRESIDENTS.

A sharp Presidential contest is now in progress, and it may be interesting to look over the past, and inquire into the social standing of former Presidents. What positions did they occupy before they were chosen to the high office?

George Washington belonged, by birth, to the famous class of "Virginia gentlemen." His family ranked among the aristocracy, being connected with the gentry of England. He began life as a surveyor, but gained wealth and position by a marriage with Mrs. Custis, a wealthy and accomplished widow. A story is told of his later years, that a poor Virginian of quality, whom he had reprieved, retorted sharply, "I should like to know, George Washington, what you would have been if you hadn't married the widow Custis." Washington smiled, because the man was poor and unfortunate, but he rarely allowed such liberties.

John Adams was a lawyer, and the son of a farmer and shoemaker, of a family that has been settled in Massachusetts for seven generations. The Adamses are one of the few American families entitled to be called historical. They have won a national reputation for brilliant talents, for eminent services in politics, and law, and literature, and statesmanship, and also for wealth, without which no family can long be kept up. No other family can compare with them in the number and rank of the public offices they have filled; in ancient Rome they would have been called a Consul family. They are the Adamses of Quincy, and in France, Charles Francis Adams would be called M. de Quincy. Quincy is an old French, or rather a Norman name, and appears in the Roll of Battle Abbey. It has only a territorial relation to the Adamses. The name belongs properly to another great American family, descended from an ancestor who was in the battle of Hastings, A. D. 1066.

Thomas Jefferson was a lawyer, and his family held a good but not high social rank in Virginia. His attention was turned to public life by the struggle between the

Colonies and England, ending in the Revolution, and he made for himself a great name in history as a legislator, an author, a diplomatist, and a political leader.

James Madison was the son of a wealthy Virginia planter, and was educated for a lawyer. He was a hard student, but having entered public life early never returned to his profession.

James Monroe was also the son of a Virginia planter and educated for the bar, like Mr. Madison. But the public troubles drew him into political life in early youth, and he served with honor in the army and in civil pursuits. He had a large experience in politics, and a thorough training in statesmanship.

John Quincy Adams was the eldest son of John Adams, and a lawyer; but his life was devoted to public service, with a few interludes given to literary pursuits. He was educated for statesmanship by his parents, and had a larger and more varied experience in public life than any other President.

Andrew Jackson came from a poor Southern family, and began the practice of law at manhood. He was afterwards a judge, a merchant, a planter, and a soldier; and served in both Houses of Congress before he was made President.

The father of Martin Van Buren was too poor to give his son an education, but the energy of the young man forced his way to the bar, and he became an acknowledged leader among lawyers.

William Henry Harrison was the third son of Benjamin Harrison, a Virginia planter, and one of the signers of the Declaration of Independence. He entered the army early, but had also important trusts in civil life.

John Tyler was the son of an eminent Virginian, a man of large wealth, who had filled many high offices.

James K. Polk was the son of a respectable farmer, and was educated as a lawyer.

The father of Zachary Taylor was Col. Richard Taylor, who won distinction in the Revolution, and emigrated to Kentucky soon after his son's birth. The son's life, after leaving the plantation, was spent in the army until his election to the Presidency.

Millard Fillmore was of humble origin, and served five years as an apprentice to a tailor's trade. He was self-educated, became a lawyer, and soon won distinction in public life.

Franklin Pierce was the son of General Benjamin Pierce, a Revolutionary officer of reputation, and a man of public note, who was chosen Governor of New Hampshire.

James Buchanan was the son of a Pennsylvania farmer, and entered public life early.

Abraham Lincoln was born of very poor parents, and so were Andrew Johnson and Ulysses S. Grant, and so was Horace Greeley, who is now a candidate for the Presidency.

All our Presidents have had a high social rank, some of them born to it, and others attaining it by the profession of law or arms.—*Youth's Companion.*

A FRENCH HORN.—A Frenchman, whose English was still rather imperfect, was one evening in company where two parties were playing the same game. A gentleman of one party happened to observe with respect to the score, "We are two to two."

"Tu-tu-tu?" muttered the Frenchman.

"What did mean?"

"Two to two are you?" replied one of the other party. "Why, we are two to two, too."

"Tu-tu-tu-tu!" exclaimed the Frenchman. "What a language! It sounds like the horn of my native land."

TELEGRAPHING IN CHINA.—The problem of telegraphing in the Chinese language, to write which requires some 50,000 different characters, has been solved in this way: A few thousand of the characters most used are cut upon wooden blocks. On the opposite side of each block is its number. Duplicates of such numbered blocks are at each telegraph station. The China merchant selects the blocks which express the thoughts to be transmitted. The operator telegraphs only the numerals designating these blocks, which enable the receiving operator to select similar blocks at his end of the line.

Twenty-five miles an hour is shown by signal service observation to be the average velocity of a storm; when it has twice that velocity it becomes a tornado.

IF.

If our summer sun of gladness
 Ever withholds his genial rays,
 If the beaming eyes that lo'd us
 Shine with love-light all our days;
 If past hopes that fed the melody
 With despair's most maddening thrill,
 Could come back and calm the beam,
 And its troubled waves be still.

If the tongue whose silvery accents
 Charmed the dreamer's willing ear,
 Could but breathe again to thrill me,
 Words I'll ever give to hear;
 If the circling arms would fold me
 Once more in a fond embrace;
 If I could but gaze forever
 On a loved face that smiles.

Are another hour had borne me
 Farther from this scene of care,
 I would be among the thoughtless,
 Where the maddest, wildest there,
 And this quivering lip would utter
 Words to suit the heedless throng,
 If they could but know the feelings
 Of the foolish child of song.

A. TRACER.

READING AND SCHOOL READERS.

BY HON. HENRY KIDDLE, SUPR. SCHOOLS NEW YORK CITY.

Whatever diversity of opinion may exist in regard to the requirements and limitations of popular instruction, no one, however radical or erratic, has thought of banishing from the field of its operations any of the famous "three r's" of which it is said nowadays, and which in the minds of some peculiar philanthropists of the present time, constitute the "sum and substance" of common school education. Of these three mystic branches of popular lore, reading is certainly an "r" par excellence, and its importance has never been more in question. It forms an essential part of each grade of every common school curriculum—from that of the abedonian up to that of the graduate in the High School, Academy or College. It is universally acknowledged as indispensable. Better that a man or a woman should be unable to write or cipher, than be out of the sources of intelligence and information afforded by the printed page—even though it be only that of the newspaper or the "dime novel." The poet has said:

"Heaven first taught letters to some wretch's aid,
 Some banished slave, or some captive maid."

This, of course, includes writing as well as reading; for of what use would these symbols of thought and affection be, if they were as mysterious as the Sphinx's riddle, with no *Oedipus* to decipher them?

From the prominence thus necessarily given to reading in school education has sprung the vast multitude of school reading books with which the educational market is at present so abundantly stocked, that the true simile "plentiful as the autumn leaves" is scarcely fair to commend all this school literature in the wholesale. All have, without doubt, some faults, and with equal certainty all possess considerable merit. It is for the judicious teacher or school officer to make a proper discrimination, and to choose that series of readers which, whether in form or in style, will afford the best assistance in not only teaching the pupil to read, in the most limited sense of that term, but in affording the best educational training. Efforts have been made to condemn these books on the ground that they consist of mischievous trash. But is not variety a most essential feature in a school reading book? The finest piece of mosaic is made up of fragments—its beauty and value consisting not in the intrinsic elegance of each "scrap," but in the skillfulness of the arrangement. There is the same difference between such a piece of work and a handful of glittering fragments as between a skillfully constructed manual of reading lessons and a "collection of scraps." Some of the best literary skill and attainments to be found in the country have been exerted in selecting, arranging, and properly connecting these lessons for the youthful mind; and although undoubtedly much yet remains to be done to remove imperfections and correct faults, yet what has already been done is not entirely worthless, and hence is not to be discarded. There is more wisdom in preserving the experience of the past, and endeavoring to improve upon it, than in the spirit of an enthusiastic anarchist, discarding it and beginning *de novo*. The unaided efforts of single minds have done but little for the world; the great achievements in science, literature and art have been rather the slow accretions of many successive generations.

But improvements are to be looked for—may, to be told for. Reading books, like other textbooks, are the tools of the teacher, by means of which his labors are to be made effective in accomplishing certain results. In order to judge of the usefulness of the instrument, we must have a just and clear idea of the nature of the result to be effected. What is it to teach a pupil to read? Is it simply to enable him to give expression by means of the voice to the contents of the printed page? to make use of the right inflections, the right tones, and the right emphasis, so that others may understand and appreciate what he reads?

It is this undoubtedly; but it is a great deal more than this. There is a silent, mental reading, as well as a voice-reading or elocution; and it is the former that plays the greatest part in every educated person's history. To know how to read implies a knowledge of how to gather mental food from the printed page—food to sustain, to build up, to supply the waste of the mental tissues. Reading is to give us, by its voiceless agencies, a complete key to the cabinets in which are treasured up the thoughts, the experiences, the soul-workings of others. How different is the act of reading to different minds! One extracts nutriment, strength, inspiration from a page which to another is but little more than a blank. One finds thought-seeds where another experiences only sterility. One, like the bee, finds honey where another can only extract bitterness. Why is this? The reason is contained in the following lines from Milton:

"Who reads
 Incessantly, and to his reading brings not
 A spirit and judgment equal or superior,
 Uncertain and unsettled still remains,
 Deep veiled in books, his shallow business
 Crude or intoxicating, collecting toys,
 And trifles for choice matters, worth a sponge;
 As children gathering pebbles on the shore."

To teach to read, then, implies the development of that judgment and spirit, which being brought to the pursuit of useful books, or other reading matter, the graduates of our schools will not be satisfied to "collect toys" merely—but will be enabled to gather up information, to supplement their own experience by a knowledge of the experience of others as recorded in books, and in many other ways make the realm of books tributary to their own mental as well as spiritual needs.

The author of a series of reading books for schools must keep this standard in view, and seek to afford the means of reaching it, by the character and arrangement of the selections, the exercises prescribed or suggested and the auxiliary explanations, notes, etc., with which the lessons are interspersed. The object primarily should be to teach nothing but reading, in this sense; and all other material introduced—spelling, definitions, etymology, etc., should be subordinate to this object.

Not that elocutionary exercise should be omitted. Reading must be taught as a means of communicating knowledge, as well as of acquiring it. In this respect it is an imitative act, and embraces a proper consideration of articulation, inflections, modulation, emphasis, etc., etc., by the application of which we are enabled to convey to other minds a clear impression of the thoughts, ideas and emotions of others as described in words. It is a fault, perhaps, with most of our Readers, that elocution has been made too prominent an object in their construction; in some it seems to be almost the exclusive object. A good delivery cannot be attained merely by the application of rules. It results more from intellectual culture than from artificial training. The latter, while very necessary, can never supersede the former. Hence, the teacher who would most successfully prepare his pupils to read aloud effectively should aim to give them a knowledge of their intelligence which will enable them truly to appreciate what they read. If they enter into the spirit of it, the delivery will be effective, even if the elocutionary training be only rudimentary.

By all means let our pupils be prepared to roam through the "world of books," and get something for their pains, like the boy who, by using his eyes aright, gathered a fund of knowledge and entertainment from his solitary ramble while he who has not learned how to profit by what he saw, found nothing to engage his understanding or please his fancy. Teachers, by all means try to give your pupils the power to profit by what they read, and you may be sure that they will be good readers.

NORMAL TEACHING OF THE SCIENCE AND ART OF CONDUCTING THE KINDERGARTEN.

A distinguished lady is soon to arrive from Europe with the view of establishing a model Kindergarten in this city, and in connection with one of the most esteemed of our private schools. It is greatly desired that she should also open a training school for others who desire to be thoroughly accomplished in her beautiful art, that they may practice it with the same success. Perhaps this would not be found incompatible with her design, inasmuch as the Kindergarten hours would not be, as we understand, quite four daily, and would be in the morning, while the training class, to whom she would give her normal instructions, would not occupy more than three afternoons in the week, with less than two hours session. We find in the *Boston Daily Advertiser* a memorial on the subject of the Kindergarten, addressed to the Boston School Committee, by Miss E. P. Peabody, who is thoroughly acquainted with the methods of which she speaks, and who speaks with authority. We quote from it an interesting passage:

"For the peculiarity of this normal teaching is, that not first the knowledge to be conveyed, but the nature of the child, is the object of investigation and study. That primal book of nature, the child, is opened to the teacher. Christ intimated to his disciples nearly two thousand years ago, when the first they should study, if they were ever even to enter the kingdom of heaven, much more to take the highest place in it. If this kingdom of heaven continually spoken of in the New Testament means, in any degree, as all branches of the Christian Church theoretically maintain, a better condition of the life that now is, it must needs begin with the proper development and growth of the human being. We must receive the little child, the child of God, as he is, and protect him while He is in the subject of infancy. His growth in wisdom as in stature, and in favor with God and man, in worshipful reverence of the Son of God, that is to grow out of every son of man, if it be true, as it is written, that the Father has many sons, of God are the sons of God, and that the Spirit of God is Divine Truth and Love infinitely manifested in Nature, and the truly cultivated man's body."

The Kindergarten idea is that the understanding of the child be unfolded freely under the guidance of a reverential care; to appreciate all the true activity as a doing of the Heavenly Father's business, upon every plane of human activity. The training of Kindergarteners, first of all, consists in showing them how to receive, and how to unfold the true nature of God gives in the instinctive play of childhood, which instinctive play must needs produce disorder and evil unless it is guided by another's wisdom from the very moment of birth, upon the lines of eternal law, which it does not know of itself where to find, although it has the presentiment of them in indefinite, boundless desire for something—a desire that appears at first as an inexpressible, blind will. A mighty revolution is involved in carrying out this first principle of Froebel's method of training Kindergarteners. It is a plan which develops the soul of the Kindergarten into an intelligent co-operator with God. To make this preparation for educating children is, therefore, the highest moral and spiritual education any woman can receive, and will lift the business of primary education out of the list of trades and repugnant industries into the region of creative art, which is the life of a higher and higher quality, in proportion to the quality of the material on which it works. If art, working in marble and color, is high, because these dead materials can be made to express the immortal thoughts of the solitary artist, is not that education high art which shall embody the sacred communion of wisdom and innocence, organizing the activity of childhood play into such forms as shall be a true image of the creativeness of God, whose shadow is this majestic, natural universe, given expressly as the pattern of what we are to be?

I will not apologize for making an address to the practical body of men which presides over the highest department of our city life of this ideal character. It is only by celestial observations, as Coleridge has said, that the seas of this world are navigated, and this is an emblem by which Divine Providence instructs us how to begin all our work, and especially that whose material is immortal.

"There is nothing so radically practical as to make the primary education religious and ideal, and there is nothing so economical. For this is human faculty made the most of, and human faculty is the capital that is of the prime necessity, and without which in vain the ponderable earth teems with riches and the imponderable universe looks within its in-

visible treasure-house the (all but) infinite resources of power to create material good. The true and highest solution of the woman's question is to develop her power to educate, on Froebel's method, the men on whose shoulders is to rest the government, and who are to be the princes of peace and fathers of the ages to come. Not only all the fine and the rightness of the Christian life, but all the economies of common life and its sweet charities begin to germinate within the humble precincts of the kindergarten, provided the kindergarteners are properly trained. Moreover, give us kindergarteners and the kindergarten would come of themselves, I believe, without public aid, in every private neighborhood. It has been the experience, wherever this art has come into existence, that those who have it desire to make it more or less of a life-work. As, wherever there is a kindergarten, there will be a kindergarten, there will be beautiful buildings, stately and paintings, so, wherever there are kindergarteners there will be kindergarteners; for artistic workers must work, and will find means to do so, and sympathetic aid. This art and science of living, which is about to be discovered, for he did not make it) is the solution, in fact, of the national, the social, the human question. For what is the destiny of humanity but that all human beings should work according to the laws which are the analysis of the Creator's goodness to humanity, and, by such working, understand and enjoy forever each other and themselves, and finally God himself.

ELIZABETH P. PEARBODY.

From the New York Observer.

LETTER FROM A JAPANESE SCHOOLMASTER.

Before submitting the letter in question, a few words about the schoolmaster himself will be appropriate. His name is U. LUKAWA; he is a native of Japan, and is about forty years of age. He acquired the rudiments of an English education in Japan, came to America as an interpreter with the embassy of 1860, since which time he has twice visited the United States or England. He is married, and has a son, who is now in the birth of a son, so simply replied, "Yes, I am fortunate, but, after all, the child is nothing but a poor Asiatic." His love of learning was developed at an early age, and the moment he became impressed with the low condition of moral and intellectual culture in Japan, he was fired with a strong desire to do all in his power to elevate his countrymen, and has filled his self-appointed mission with a success that is quite unprecedented in the annals of the East. It is now about twenty years since he entered upon the life of a schoolmaster in Yedo; his school has been what we in America would call a boarding-school. In it are represented all the provinces of Japan, and while its present number of pupils is three hundred and fifty, the children whom he has taught have been counted by the thousands. Notwithstanding his constant and arduous labors as a teacher, he has found time to translate from English into Japanese a considerable number of valuable books, which have been published and had a wide circulation. He has been a public lecturer, and has been called upon to hold lectures on the subject of the education of the people, and all that he has done has been done as a private citizen. With regard to the letter which follows we have this explanation to make. 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Boys and Girls' Department.

EDITED BY L. NATHANIEL HERSHFIELD.

MY GRANDMAMA.

She tells me she was handsome once
Her eyes like jewels bright,
The snowy locks upon her brow
As jetty as my topknot
And her polished shoulders fell
A shiver of raven curls;
Her lips were of the coral hue,
Her teeth twin rows of pearls;

The roses on her youthful cheeks
Like those that blush in June,
When sky, and earth, and sea, and air
To beauty all attune;
Her form a sculptor's model rare,
More glorious than her face,
While on her slightest gesture was
The very soul of grace;

Her voice in tone as softly clear
As songbird's liquid note
When waves of richest melody
On summer breezes float;
I know 'tis true; for I have heard,
At times that she was weeping,
The country round the house as fair—
Or so my grandpa said.

But now she's withered, bent and old,
Her cheeks are cracked and shrivel;
Her trembling hands almost refuse
The mandates of her will.
Her brow is creased with sorrow deep,
Her eyes are dimmed and bleak,
And often, on their silvery fringe,
There hangs a tearful gleam;

For she has seen, like autumn leaves,
Her dear ones scatter far;
And followed to the churchyard near
Full many a sombre pall.
And back again to earth she has
Her dearest treasures given;
But looking up, she smiles and says:
"I'll see them all in heaven!"

And as I bend above her head,
And stroke her wrinkled hair,
Or stoop to kiss her brow and cheeks,
So soaked with tears of care,
I feel that in my very soul
I worship at her shrine,
And pay, to child of mortal birth,
Homage almost divine.

FACING THE MUSIC.

It was a wild, dreary place where the little red school-house stood, with its back to a mill-pond, and flanked upon either side by low bushes and evergreen shrubs. Many a boy and girl had sported in boyish thoughtlessness of freedom. Fronting it was the road, scarcely of legal width, and beyond the bold forest rose in all its native wildness.

It was surely a dreary place to locate a school-room, and many wild scenes were performed there. In my manhood's days I had visited the place, changed, it is true, from what it was twenty years since; but still the old school-house stands there, and still the young ideas are there trained in the ways of worldly wisdom. The paint which was so bright and red in its freshness twenty years since is now faded and washed to an almost nameless hue, but still it is not renewed. Within, the seats and desks bear the marks and cuts of a quarter of a century's service, under the hands and knives of "Young America." Need I say more?

The building does not seem what it was twenty years since. Looking back, a hazy veil seems hung before me, behind which appear the scenes that have so long since passed away. Then the youth of tender age received instructions during winter at the hands of some enterprising miss; while in the winter time of some more mature years, who could not be spared from the farm in summer, hastened to make amends for the deprivations. Strapping fellows they were, some of them—men in years and stature. But they realized the value of education, and they were not ashamed to study for its possession.

This was the rule, but there were exceptions, as more than one teacher learned to his sorrow. Very naturally a school-room full of men is not easy to manage if bent upon mischief, as they were at times. If the master possessed the right kind of temperament and was willing to submit to occasional abuse—allowing certain of the scholars their way in all things—he was quite likely to maintain his position during the term, if no outside influence was brought to bear upon him; but should he dare to stand upon his dignity and rights, an "irrepressible conflict" was at once inaugurated, in which the teacher, being single-handed, generally had the worst.

A singular case occurred one winter, which I have fresh in my mind. Two of the scholars were really the prime leaders of all offensive movements; the balance merely joined the melee when it was set in motion. These ring-leaders were Ben Winslow, a tall, strapping fellow of twenty, and Anthony Reeves, a youth scarcely less gigantic in frame. To these might be added the latter's sister, Henrietta, a great, awkward girl of seventeen, to whom the rough attentions of Ben Winslow were remarkably acceptable.

In fact, it would scarcely be wrong to say that she was more to blame for many of the outbreaks than either of the boys, since she often roused the anger of the teachers, when both of the gallants felt called upon to flee to her assistance. One teacher had already been forcibly ejected from the school-house—after which he left in disgust, leaving us to enjoy a vacation until another could be found to fill his place.

At the end of a week word circulated that a person had been engaged who would undertake to teach out the term, and that school would recommence on the following Monday.

The day came, and a snow-storm was raging. Still, most of us met at the school house, and found the teacher busily occupied in building a fire upon our arrival. One of the boys had been engaged to perform the task, but upon his arrival, the new master found the stove filled with snow.

He greeted us with easy self-possession, remarking as he rose from his knees.

"It is too bad the snow collects in our stove; we must try and remedy that in some manner."

These words sounded ominously in my ears. I fancied that beneath that joking manner lay some stern stuff. I had waited for him to rise that I could see what kind of a man he was.

I was somewhat disappointed on seeing him lay aside his hat and overcoat. I had certainly expected the committee to engage a modern Hercules to overcome the insubordinates; but it was not so.

Adolphus Graham—so he called himself—was not above the medium size, appearing, but a boy beside such as Ben and Anthony. His face was thin, pale, and intellectual, with a high brow and much firmness of character indicated upon the features. A pleasant smile lingered about the mouth, and I felt in a moment that he would be an excellent teacher in a good school; but how would it be in this case? Ah, that was the question.

In due time the bell was rung, and most of the scholars took their seats. Ben and one or two others lingered about the stove, whisper-

ing and talking for some time; but no notice was taken of them, and they finally followed suit.

Not much was done. The names of those present were taken, skeletons of classes organized, and the time of recreation given out. This occupied most of the forenoon. Meantime the tumult had been such as I never saw in that school-room before. Scholars laughed, whispered, moved about the room, and went out and in at option.

No word was spoken by the master. That calm, smiling face surveyed everything, but no word was uttered; I was dumb with astonishment; I never saw anything like that before; the new teacher was an enigma to me.

All the while he had been busy in some part of the school-room. Glancing at his watch, he stopped to the desk and facing the noisy crew, now a little hushed with expectation, he said in the same pleasant tone he used at all times:

"This is all to-day; we know each other now; to-morrow it will be a pleasant day, and more will be here. School will commence to-morrow; let each one be here at nine o'clock; try and be in season the first day at least."

With a buzz of wonder the scholars gathered about the door. Graham was plodding away through snow-drifts toward his boarding-place. If his movements were a puzzle to me, his last words were more than that to all of us. The question which every one asked was:

"What does he mean by school commencing to-morrow? Doesn't he call this the first day?"

"Never mind what he means," said Ben Winslow, hurrying a smaller lad into the nearest snow bank. "We'll make him face the music!"

There was a quick glance over the shoulder of a form disappearing upon the road, which the speaker did not see. Feeling sure that the crisis would soon come, we all separated, plodding ourselves to be on hand at the appointed time in the morning, as we were all anxious to see more of the strange teacher.

The morning was a clear one, as Graham had predicted, and before the time for opening school the usual number of scholars had arrived. The teacher was there, and met those he had seen the previous day by shaking their hands heartily and calling each one by his name. Whatever his purpose might be, it was evident he was no tyro in managing fellow-beings.

Just after the bell rung, and while those assembled were gaining their seats, Ben Winslow entered. Graham met him near the door with cordial "Good-morning" and a shake of the hand. The bully seemed somewhat nonplussed by his hearty greeting, and snarled carelessly to the stove, gazing about him upon the other scholars, who were all watching his movements.

When all was quiet, the teacher stepped down from his seat and fixed his eyes upon the group of expectant scholars before him.

"We have come here," he said, "to hold a school—you as scholars and I as teacher. All of us have our duty to perform. The first thing to understand is what is to be expected of us. You come here to learn, and I am to see that you have all the assistance possible. Inside this house nothing but your books should be allowed to occupy your minds. None of you can learn if there is play, whispering and disturbance; consequently there must be none of that in school. Outside the house, you have no control over you, but here I have authority which is to be respected. Those who make good progress in their studies will be encouraged, but every one who attempts to break the rules will be punished! No play, no whispering, or moving about the school-room will be permitted."

The ticking of the teacher's watch could be plainly heard for some moments after he ceased to speak. We had not been prepared for any declaration so sweeping in its character; that he meant work was very evident. After a short pause he resumed:

"I hear that teachers are sometimes made to 'face the music' here! Can any of you give me an explanation of the proceedings in that case?"

There was an audible titter among some of the scholars, but it was hushed in a moment at a glance from his eye. No one volunteered any explanation, and he presently resumed—

"Very well; now for your books. Should there be any 'music' I shall be much pleased, for I am very fond of it!"

That forenoon was one of the most quiet I ever passed in that old school-house. To all appearance the gentle way of the master was complete. But those who knew the ring-leaders of insubordination said that they were chafing under the restraint. An outbreak must come sooner or later.

Afternoon school opened. I knew the matter had been discussed at noon, and I felt almost sure there would be an outbreak before night. I think the master knew the same. But an hour passed and no disturbance. I began to think the trial would not be made until the next day.

Suddenly there came a loud whistle, followed by a suppressed giggle from the boys and girls, Henrietta leading off.

"Who was that?" demanded the teacher, leaving the desk with a nervous movement.

No one replied at first, but after a short pause one of the little girls said:

"Ben Winslow, sir."

"Ben Winslow," said the teacher, turning short upon him, "you know that it is against the rules of the school to make any disturbance; why did you do so?"

"Hang it all, a fellow can't remember always," was the dogged reply. "I made a mistake in my sum, and whistled out before I thought about it."

"No, you did not," was the quick rejoinder, as Graham fixed his eyes upon the ring-leader of mischief. "I was watching you at the time. It was done purposely, to show that you defied me. Besides, you were not ciphering, but making pictures upon your slate. You remember what I told you about study this morning?"

"Yes."

"And you remember what I told you about punishment to such as created any disturbance?"

"Well, what of that?"

There was an insolent bravado in the tones which would have stung any man, and Graham betrayed more sign of nerve than he had previously done, as he replied:

"I mean what I said."

How his frame trembled as he sprang toward the seat of the offender. Every one in the school-room held their breath at the result.

I saw Ben Winslow brace himself in his seat, and about the same moment Graham's hand came upon his shoulder, taking a firm grasp upon his coarse, strong clothing.

For a moment he seemed nerving himself, and then came such an exhibition of muscular strength as none that I had ever witnessed before. The strong cloth upon Ben's shoulder gave way, the boards of the bench cracked from their places, and the culprit found himself

drawn from his chosen position, and swung down the aisle by a force which no one could resist.

Before he could recover himself he was hurled head foremost upon the floor, grasped by the neck and held by one hand of the irritated teacher, while the other member dealt a furious castigation upon a part of the defiant bully not protected by his outskirt. No one could have been more confounded at this turn of affairs than Ben himself. When he could gain breath enough he begged for mercy like an overgrown child, professing loudly that he would do no more.

"That's enough," said Graham, allowing him to rise from the flooring. "You can go out and wash your face. First class in geography!"

There he stood, as calm as ever, while he attempted to brave him walked from the room with a bleeding nose, minus his usual care-fraught expression.

Ben did not return to the school again till afternoon school was dismissed, and then only to obtain his cap. Everything went smoothly, and for a week no one heard anything of making the teacher face the music. That had been tried, and the instigators came out playing "second fiddle."

OUR WEEKLY CHAT.

"Young America" in school is affording the newspapers a topic for discussion about the present day. Many writers complain that the daily school session is too long, and that the time is not disposed of as judiciously as it might be.

We agree with those who assert that as schools and colleges are places for instruction, the school hours should not all be given to learning lessons. Nowadays the boys and girls have to remain in-schools until the afternoon, listening chiefly to recitations made by the students, upon which it is hard to keep their attention, and then lessons are given them to be learned at home, even in the case of the best students, leave little or no time for them to spend in the open air, running and playing and getting the physical exercise which they are so much in need of.

All work and no play makes Jack a dull boy, and we think the school hours should be so arranged that the best students, leave little or no time for them to spend in the open air, running and playing and getting the physical exercise which they are so much in need of.

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SADNESS.

6. To solicit.

7. A vowel.

GEORGE A. PERLEY.

NO. 8.—PROBLEM.

I am constrained to plant a grove,
To please the lady that I love;
This ample grove I must compose
Of ten trees in five straight rows:
Four trees in a row I must place,
Or nevermore I'll see her face.

J. L. P.

NO. 9.—DOUBLE ACROSTIC.

1. A cloth. 4. A medicine.
2. A girl's name. 7. A city of Europe.
3. Reason. 8. A part of speech.
4. To injure. 9. To send out.
5. A state. 10. An ancient temple.

In my initials are found my initials.

E. H. R. B. K.

NO. 10.—COMPARISON.

A masculine nickname the positive shows,
The comparative surely is good.
The superlative's nearly the same as the rest,
But not quite, should be understood.

HAUTBOY.

ANSWERS TO "GYMNASTICS" IN JOURNAL NO. 84.

No. 1.—Chaos.

No. 2.—1. Rob-in. 2. Whip-poor-will. 3. Magpie.

No. 3.—1. Omaha City. 2. Sacramento. 3. Tarrytown. 4. Augusta.

No. 4.—Bag-pipe.

No. 5.—The number is 1439.

No. 6.—DAVID.

No. 7.—Whatever is, is right.

No. 8.—Deified.

No. 9.—1. Fox-bound. 2. An-noun-ment.

No. 10.—S to R

Naphth A

O gins I

W oma N

THE BARRING GAME.—One person thinks of a word, and gives a word that will rhyme with it. The players, while endeavoring to guess the word, think of those that will rhyme with the one given, and instead of speaking, define them. Then the first person must be quick in guessing what is meant by the description, and answers whether it is right or not, giving the definition to the question. Here are two examples:

"I have a word that rhymes with bun."

"Is it what many people call sport or merri-ment?"

"No; it is not fun."

"Is it a troublesome creditor?"

"No; it is not a dun."

"Is it a kind of fire-arm?"

"No; it is not a gun."

"Is it a religious woman who lives in retirement?"

"No; it is not a nun."

"Is it the act of moving very swiftly, or what one does when in great haste?"

"No; it is not to run."

"Is it a quibble, or play upon words?"

"No; it is not a pun."

"Is it a word that we often use to denote that a thing is finished?"

"No; it is not done."

"Is it a weight?"

"No; it is not a ton."

"Is it that luminary that shines by day, and brightens every thing it shines upon?"

"Yes; it is the sun."

The one who guesses the word will then, perhaps, say:

"I've thought of a word that rhymes with cane."

"Is it a native of Denmark?"

"No; it is not a Dane."

"Is it used by an old gentleman?"

"No; it is not a cane."

THE OLD MAN AND THE CHILD.—Mr. Stuart Robeson relates the following incident:

"A few summers ago he had occasion to enter a street car in Philadelphia, which, among other passengers, held an elderly, surly-looking gentleman, whose head rested on a stout stick, and a young and pretty lady, accompanied by a little four-year-old girl, who was skipping playfully about the car.

"The little girl looked so bright and lively and pretty, as she held in her hand a bunch of loosely-arranged flowers, that the eyes of every passenger followed her, as she gambled from one end of the car to the other, with the single exception of the surly-looking gentleman, whose head still rested on the stout stick.

"All at once the little creature stopped, looked timidly toward him, then, as if half afraid of the liberty she was taking, picked a rosebud from the flower-bunch, ran to his side, and, with some difficulty, placed it in an uninviting button-hole of the coat worn by the surly-looking gentleman whose head still rested on the stout stick.

"The movement roused him, when he lifted his head, took in the situation at a glance, bent his eyes upon the little darling, with a look to her mother, and—never thanked her.

"Said Mr. Robeson, in telling the story, 'To some, the man's conduct may have appeared heartless and unfeeling; but I watched him closely, and though he scarcely changed his position, his eyes never left the girl until, the car stopped at a low passage off, he alighted, and, as he did so I discovered that they were filled with tears. The car moved on, but, until he was lost to view, he stood looking toward us.'"

WHISTLING PIGEONS.—Walking in the vicinity of Pekin, one is often surprised to hear a sharp and shrill whistling, which appears to come from a great height and to proceed from pigeons, which may be seen flying in close bands overhead—birds to which one knows nature has denied the power of song. The explanation is that at Pekin a large number of vultures and other birds of prey wage a continual war upon the pigeons, and to prevent their destruction the Chinese have invented a kind of whistle of various forms, manufactured with little gourds, or with small pieces of the rind of bamboo fastened together, in which they make openings intended to produce long whistling sounds when the wind blows through them. These whistles, which are exceedingly light, are furnished with small cones of wood pierced with a hole, by means of which these instruments are attached to the tails of the pigeons.

"This operation," says a traveler, "is performed especially upon those pigeons which, in their flight, are found at the head of the bands; the rapidity of their course causes the air to strike the whistle, which thus produces a prolonged sound, and drives off the birds of prey, which are frightened by the noise, the cause of which they do not understand. The sound is that of many Aeolian harps playing simultaneously, and is very pretty."

A nice little boy in Pittsburg went to the cemetery the other day and dug himself by throwing stones at an elephant while he was drinking. When he got through the boy tried to propitiate him by offering him a piece of ginger-

bread. Before accepting the cake the elephant emptied over the boy about sixty-four gallons of water, beer measure, and then flung him into the third tier to dry off. This boy is very indifferent about circus now. He says he believes he doesn't care for them as much as he used to.

"Sir," said a lad, addressing a well-known merchant, "sir, have you any berth for me on your ship? I want to earn something." "What can you do, sir?" asked the gentleman. "What have you done?" "I have saved and split all mother's wood for eight years." "That's enough," said the gentleman. "You may ship aboard this vessel, and I hope to see you master of her some day."

At a school where words are "given out" for subjects in composition, a "mute, inglorious Milton" produced at sight this sentence on the word "panegyric": "A few drops of panegyric on a large lump of sugar is often best for an infant with a stomach-ache."

"Eke," said Mrs. Partington, "how do you tronomers measure the distance of the sun?" "Why," replied young hopeful, "they guesses a quarter of the distance, and then multiplies by four."

—He who, when called upon to speak a disagreeable truth, tells it boldly and has done, is both bolder and milder than he who sibilates in a low voice, and never ceases nibbling.

"Mother, this book tells about the angry waves of the ocean. Now what makes the ocean so angry?" Because it has been crossed so often, my son.

—What vegetable ought always to take the prize at agricultural fairs? The cabbage, for it will always be a head.

—When are acrobats murderers? When they poison each other.

—Which of the reptiles is a mathematician? Theadder.

—A Thrashing Machine—A schoolmaster's cane.

The Roll of Merit.

By a resolution of the Board of Education, passed April 19, 1871, this paper is especially designated to give monthly, under the above title, the name and residence of the best pupil in each class in every school of the City of New York, the information being furnished us through the Clerk of the Board by the several Principals. The official character thus given to the list makes it to all whose names appear therein an imperishable certificate, fairly and honorably won, not only of good deportment, but of intelligence and the faithful discharge of duty. The last Roll stands as follows:

GRAMMAR SCHOOL NO. 2.

FEMALE DEPARTMENT.

Emma Martin, 50th and 10th ave
Lillian Armstrong, 74th and 10th ave
Lillian McGraw, 74th and 10th ave
Lillian McGraw, 74th and 10th ave
Lillian McGraw, 74th and 10th ave
Lillian McGraw, 74th and 10th ave
Lillian McGraw, 74th and 10th ave
Lillian McGraw, 74th and 10th ave
Lillian McGraw, 74th and 10th ave
Lillian McGraw, 74th and 10th ave

GRAMMAR SCHOOL NO. 36.

SPECIAL NOTICES.

WEBSTER'S

Pocket Dictionary
OF THE ENGLISH LANGUAGE.

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Post Office Notice.—The Mails for Europe during the week ending Saturday, Sept. 31, 1872, will close at this office on Wednesday at 11 a. m., on Thursday at 11 a. m., and on Saturday at 11 a. m. P. H. JONES, Postmaster.

LAKE ERIE FILLING UP.—A correspondent of the Boston Globe thinks that Lake Erie is gradually filling up, and will by and by turn into a marsh, or into a narrow river. It is now very shallow, in some places having an average depth of only 30 feet, and in other places of 60 feet, while Michigan has an average depth of 1,800 feet, and Ontario, the next shallowest of the great lakes, of 500 feet.

The tributary streams are constantly pouring in a fine sediment, and the sandstone and limestone along its shores easily disintegrate and fill up its bed. "The time must come when the upper part of the lake will cease to be navigable except through a very narrow channel, and the middle and lower portions will become a vast marsh, where the wild alder and swamp huckleberry will grow."

If the lake does not fill up in this way, he thinks it must at length be drained by the Niagara River. The great estuary is steadily retreating its way back to the head of the rapids, and some day must reach the deep waters of the Niagara. "Then Lake Erie will be drained, and there will be only a deep river flowing through its central channel."

AGASSIZ AND THE COOK.—Scientific men need to be on the watch continually to guard the specimens they gather. Mr. Wallace, in southeastern Asia, lost one valuable collection by an innkeeper of rats, and another by a traveling army of ants.

Prof. Agassiz, not long ago, lost some rare fish in a curious way. In an excursion on one of the small rivers in South America he obtained some new species of fish, and sealed them in alcohol in a copper barrel, to wait his leisure for examining and classifying. In returning from the excursion, he accepted an invitation to visit a gentleman living on the road, and the precious barrel was placed in the basement for safe keeping. The cook of the establishment was an enthusiastic veteran in the art, and judging from first principles, that fish were made to eat, and anxious to prove her skill to the visitors from abroad, she opened the barrel, and fried the fishes for the Professor's breakfast. It may be feared that Agassiz did not relish the rare dainties.

SENSATION IN THE MOUSE'S EAR.—Dr. Schöbi, of Prague, has made the distribution of nerves to the ear of the mouse a subject of special examination, and calls attention to the fabulous richness of this organ in nerves, the bat's wing being in comparison but poorly supplied. According to the doctor's estimate, a mouse's ear of ordinary size presents on an average 6,000 nerve terminations, or, for both ears, 12,000. The function of this elaborate development is, probably, as in the case of the bat's wing, to enable the animal to guide its way through dark, narrow passages.

NATIONAL SALUTATIONS.—The climate of Egypt is feverish, and perspiration is necessary to health; hence the Egyptian, meeting you, asks: "How do you perspire?" "Have you eaten?" Is your stomach in good order?" asks the Chinaman—a touching solicitude, which can only be appreciated by a nation of gourmands. The traveling Hollander asks you: "How do you go?" The thoughtful, active Swede demands: "Of what do you think?" The Dane, more placid, uses the German expression: "Live well!" But the greeting of the Pole is best of all: "Are you happy?"

New York School Journal.

Office, 119 Nassau Street.

SUBSCRIPTION, \$2 50 per year, in advance.

GEORGE H. STOUT, Editor and Proprietor.

NEW YORK, SEPTEMBER 14, 1872.

NOTICE.

We are informed by several subscribers that postmasters and letter carriers are in the habit of charging them postage on the SCHOOL JOURNAL. As we prepay postage on every copy sent from this office, we particularly request that subscribers hereafter refuse payment to the carriers, and send us immediate notice of the name or district of the carrier who attempts to collect from them.

THE EDUCATION OF WOMEN.

It is undeniable that the English are overshadowing us in their provision of facilities for the education of women. We have Vassar College, exclusively for girls, and Oberlin, with its methods for the co-education of the sexes, and female medical colleges which have justly won reputations, and a horticultural school for women in Massachusetts, and normal schools in which women are trained to teach; but we yet lack a bold, free, comprehensive system of culture for the female sex, suitable for all classes, and open to general use. It is creditable to a young country that so much has been accomplished under adverse circumstances, and it must remain a subject of congratulation among all the supporters of a system of liberal education that a healthy public sentiment has been created within a comparatively limited period—yet, when we come to observe the rapid progress that has been made in this direction in England within the past dozen years, the contrast between the two countries is painfully vivid.

If we regard but a single feature of the English system, we are put to shame. Neither Harvard nor Yale has yet done for the women of this country what Cambridge University has been doing for years for the women of England. The last mail brings the official account of the "Cambridge Examinations," which took place in June, and the incidents recited bear directly upon the subject in hand. For example, the reports show that the number of candidates who appeared for examination this year exhibits a steady increase, being 154, against 127 last year. There has been a general improvement, also, in the quality of the work performed by the women students—the "first class" having increased from ten to sixteen. The examinations include courses in English history, literature and arithmetic, foreign languages, logic and political economy; and the Committee of Management of Lectures for Women announce that nearly all these subjects will be treated by competent lecturers during the coming season. Mr. James Aikin, of Liverpool, has just given a donation of \$5,000 in aid of the purposes of these lectures; a house has been opened in Cambridge for the reception of female students, and prizes are bestowed for proficiency in different branches of study. Nor is this all, for in Dublin there is an institution for the industrial education of women; art schools for women are multiplying in various directions; women printers are establishing themselves in business; and there are numerous indications that women's rights are better secured in England, without the aid of public conventions or noisy declamations, than in the United States, where there is much talk and not one-half the amount of real work which ought to be performed. We especially desire to direct attention to the current now running strongly in the right way among the English people, because we believe that the American spirit of emulation will be no less effective than the national sense of justice in securing for American women advantages equal to that which their English cousins enjoy.

THE KANSAS SCHOOLS.

The Superintendent of Schools of the city of Kansas, Mr. John R. Phillips, sends us his last annual report, which is especially interesting as it shows the progress made in establishing the common school system in a comparatively new neighborhood. The past year, he says, "was one of decided progress and increased prosperity. The number of pupils was larger, the attendance more regular and punctual, the

discipline more healthy and judicious and the instruction more exact and thorough than during any previous year. The success that has attended the public schools has banished the prejudice and conciliated the favor of many who had been adverse to them, and never before did they stand so high in the estimation of the people as they do to-day." The number of scholars has increased from 2,150 in 1867 to 5,850 in 1871. In the former year the city was utterly destitute of school accommodations, but now there are eight commodious buildings owned by the city and one rented for a high school. Still, the room in the schools is hardly equal to the demand. The attendance during the past year was more regular and punctual than during the preceding year, yet the Superintendent finds cause of complaint of much tardiness and irregularity. The average attendance, however, shows quite a large percentage of the whole number of scholars—91.5. The highest salary paid to men teachers is \$1,500, and the lowest \$600—the latter sum being also paid to women. The high school has suffered in efficiency by the irregularity of many of the pupils, though the attendance is characterized as a decided improvement upon that of the preceding year. The system of musical instruction is incomplete, and drawing "has not been taught with much success." In both, however, more efficient arrangements are to be made. A Teachers' Institute forms part of the school system, the meetings of which have been of an interesting and useful character. The Superintendent closes his report with suggestions for the establishment of a normal department in connection with the high school, and the founding of a public school library.

AMERICAN AND ENGLISH MAGAZINES.

The recent appearance of two or three new magazines in this country suggests a thought concerning the degree of literary activity which is illustrated by this class of popular literature in the United States and in England. Many readers, to whom the pages of *Harper's*, *Scribner's*, *Lippincott's*, the *Galaxy* and the *Atlantic* are familiar, rarely see the English magazines, the high price of which serves to prevent their general circulation on this side of the water. Liberal extracts from the pages of the *Cornhill*, *Temple Bar*, *Belgravia*, *London Society*, *Chambers's Journal*, *Macmillan's*, *Fraser's* and the great *Quarterlies* often find their way into the columns of American newspapers, or well-considered articles in these publications are made the texts for editorial disquisitions by the conductors of our daily journals—yet these are mere fragments of the good meat that is spread before the English public once in each month. We believe it would "pay" to reprint one or two of the best of the English magazines, if for no other reason than that of their exhaustive methods of treating the topics of the day. For many years, the *British Quarterly* and *Blackwood's Magazine* have been reproduced by a New York publishing house; but the former come only at intervals of three months, and are a month old when they appear in their American dress, while *Blackwood's*, having lost the flavor which "Kit North's" contributions imparted to it, is a very different production from the *Blackwood* of former years, and, like the *Quarterlies*, is four weeks old before American readers come into possession. However, these are better than none, and the *Quarterlies* will continue to receive the favor of cultivated readers so long as American soil fails to produce their like.

Let us compare the salient points of the American popular magazine with those of the English—not with a desire to become invidious, nor to speak disrespectfully of a useful class of literature, but rather to show, if possible, wherein the home product sometimes falls short of the general standard of excellence which has been established in England.

In the first place, our American magazines are undeniably addicted to clap-trap. "Illustrated articles" are in vogue because they catch the eye of the casual reader, who cares much less for instruction than for a half-hour's entertainment. Very many of these articles are collections of well-drawn and well-engraved pictures—and nothing more. We might cite several striking proofs of this, if it were necessary to establish the fact by particular allusions, but it is not—so let the instances pass. Two, and only two, of our monthly magazines depend solely upon the interest of the

printed page to keep their hold upon the public attention—and, to be strictly accurate, there is actually but one out of the whole number which has never contained a pictorial illustration; the other, which has recently mended its ways in this regard, having lapsed into the prevailing fashion at intervals in its earlier years.

In the second place, there is too often a want of careful finish in the articles contributed to American magazines—and here is the chief point of difference between our home work and that which makes the majority of the English periodicals so delightfully refreshing to the cultivated reader. It is but rarely that an English magazineist commits the literary *gaucheries* of his American cousin. It is probable that in the very next issue of any of our monthly magazines, the critical reader will find some glaring offence against the law which should govern the writing of the English language, some sudden lapse into local slang which is but half understood by nine readers out of ten, or some evidence of hasty composition—which last-named literary sin may perhaps be charitably pardoned in view of our ineradicable national tendency toward impetuosity in all things. It is quite impossible to say whether American writers for popular periodicals will or will not learn the lesson of taking time for the work they have to do; but if the hasty effusions of unknown and impecunious scribblers are not declined by sagacious editors, the flood will go on to gather strength. We so rarely find in the leading English magazines a contribution on any subject—even if it be only a love story or an Anacreonic poem—which does not bear the marks of careful polishing by a skillful hand, that it is natural to inquire why American writers cannot think more and scribble less. The topic will bear discussion, and the reader who has a fancy for undertaking literary comparisons has but to get the latest issues of the periodical press at home and abroad, and decide for himself a question which has a direct relation to the proper cultivation of public sentiment and the improvement of our national style.

AGASSIZ ON DARWIN.

One of the curious things of the day is the declaration put forth by Professor Agassiz, to the effect that his faith was shaken by his discoveries at the Gallipagos Islands. He has found, in that cluster of bare rocks in the Pacific, that the Darwinian theory of development failed to explain some of the phenomena of nature. It is clearly impossible that events could have happened in that desolate region in the order or in the manner in which Mr. Darwin says they must have happened all over the world. So here is a conflict of opinion between two of the greatest sages of our time, each of whom is an authority, and each of whom is prepared to prove his case. It is an old saying that when doctors disagree, no one can decide, but in this case both of the distinguished observers will find enthusiastic followers to carry on a dispute long after the original disputants are laid in their graves.

ILLITERACY IN THE SOUTH.

We have already alluded to the statements made by the Commissioner of Emigration in regard to the illiteracy of certain sections of the Southern States; and now there comes additional testimony to the same effect. At the meeting of the National Educational Association in Boston, last month, a paper was read by Mr. Hodgson, State Superintendent of Public Instruction in Alabama, in which several startling facts were narrated. The authority is so unimpeachable that it cannot be set aside, and the confession of an intelligent Southern man must therefore be accepted as a proof of the educational needs of the South. Mr. Hodgson declares that "the ignorance of the common people in the Southern States is general and lamentably great," and that "the condition of the whites is even worse than that of the colored population, for while the latter at the worst are but at a standstill, the former are actually growing more and more illiterate. Of the voters of that section upwards of 1,100,000 are unable to read or write." Mr. Hodgson favors the idea of compulsory education, believing that if the Government has the right to tax the people to educate the masses, it has an equal right to make those masses receive the benefits of the levy.

These statements are even more emphatic than those contained in the last re-

port of the Bureau of Education. Commissioner Eaton's words, therefore, assume a new meaning, for when he wrote in November last, that the workers in the cause of education in the Southern States naturally appealed for aid to the General Government, "being without experience in the management of free public school systems, without reports and publications from other localities, and almost destitute of any literature upon free school management and instruction," he did not exaggerate the mournful condition. It is within the power of educators in other parts of the Union to aid the South in building up at least a literature for instruction in the free school system—an act of brotherly kindness which will help to remove the cloud of ignorance of which Mr. Hodgson draws so gloomy a picture.

The Library.

LIPPINCOTT'S TEXT-BOOKS.

SCHOOL HISTORY OF PENNSYLVANIA: From the Earliest Settlements to the Present Time. Designed for common schools, academies, colleges, families and libraries. By J. B. Sypher. Philadelphia: J. B. Lippincott & Co. HISTORY OF NEW JERSEY: From the Earliest Settlements to the Present Time. By J. B. Sypher and B. A. Aggar. Philadelphia: J. B. Lippincott & Co. GEOMETRICAL ANALYSIS: or, the Construction and Solution of Various Geometrical Problems, etc. By Benjamin Halliwell. Philadelphia: J. B. Lippincott & Co.

The text-books issued by this house are taking high rank among the classes of works which are intended to give the student the latest as well as the best results of modern inquiry. It is so obviously important to embody in our school books the freshest discoveries in science and art, the newest information in all matters pertaining to geographical research, and the latest accounts of mathematical investigation, so soon as mere hypotheses become crystallized into actual facts, that any effort in this direction deserves warm praise. Notably since the War of the Rebellion, our School Histories have become excellent and impartial epitomes of the events of that stirring period; their authors having carefully winnowed the wheat from the chaff, revising and extending the pages of their volumes, and placing before the young pupil the precise answers to the questions his inquiring mind suggests. Another step in the right direction has been taken in the preparation of the volumes of State Histories which Messrs. Lippincott & Co. have issued during the past two years.

Mr. Sypher's School History of Pennsylvania is an admirable work, adapted equally for the use of the beginner and for common use in the household. Its purpose is announced to be "to place concisely and clearly before every youth and citizen an account of the growth of the population, the development of the resources, and the upbuilding of the institutions that give character and stability to the State;" and this purpose is fulfilled through a complete chronological record from the day of the early settlements on the Delaware to the time of the invasion of Pennsylvania by Lee's army, the battle of Gettysburg and the burning of Chambersburg. Incidents illustrative of general movements or of popular sentiments at particular epochs in the history of the State are given when required for the better elucidation of the subject in hand; and the chapters on the coal-fields, manufactures and education are peculiarly valuable for statistical reference. The appendix contains a chronological table of important events, the Constitution of Pennsylvania, and a full list of the railroads and canals of the State, with their cost and length. This cheap and handy little volume leaves no excuse to any Pennsylvanian for ignorance of the character or capacities of his own State.

A similar work has been done for New Jersey by Mr. Sypher and Mr. Aggar. The "History of New Jersey" begins with an account of the early settlements by the Dutch, the Swedes and the English, describes the French-Indian war, and traces the stirring history of the State through the period of the Revolution and in perfect chronological order down to the present day. The chapter concerning the school system of the State and the remodeling of the school laws is a condensed and excellent summary of some remarkable educational events. The appendix has a chronological table and some useful statistics.

Dr. Halliwell's work on "Geometrical Analysis" is the outcome of forty years' experience in practical teaching. He found that the analytic methods of Descartes, Delambé and Laplace, though efficient instruments in the hands of the advanced mathematician, were not calculated to inspire the young student with a love for mathematical science; and this volume is the result of a careful effort to supply a want which all educators have recognized. Dr. Halliwell contends that the practical teaching of young persons consists of two parts—instructing them how to do something, and giving them the reason for doing it in that way. He especially insists that it is in accordance with reason and philosophy "to do one thing at a time," and to do it thoroughly. On these foundations he has built his work, with intent to serve the student and to lighten the labor of the instructor; and the success of his experiment will commend it to the attention of those who believe that our methods of teaching should be simplified.

A COMPLETE COURSE OF LADIES' ANGULAR HANDWRITING. In Five Numbers. New York: George R. Lockwood, 512 Broadway. This set of copy-books is prepared upon a plan novel in this country, but in ordinary use in England. The common calligraphy of American women, formed upon the principle of the ellipse instead of that of the angle, gives to their written pages the indistinct impression which comes of the employment of rounded or oval characters. An effort is now made, through the agency of these neat and excellent copy-books, to impart instruction in the style of writing which is the standard for the female hand in England, and which is gaining in favor here. The books introduced by Mr. Lockwood comprise an original and thorough course, beginning with a series of angular letters, and passing gradually to elementary words, words with capitals, sentences, and notes and invitations—representing the medium hand and the finished style. The retail price is but twenty-five cents for each of the five books, with the usual discount to schools. The method of instruction is so simple that practice only is needed to make the learner perfect in the mastery of a very beautiful style of handwriting. We cordially commend Mr. Lockwood's experiment.

MAGAZINES, ETC.

The Clothier and Hatter, the only journal exclusively devoted to the clothing, tailoring, hating, furring, gloving, umbrella, cane, trunk and men's furnishing goods trades, is a handsome paper, published by George Bartholomew, at No. 19 City Hall Square. It is fully alive to all that transpires in regard to the above business, and no dealer in any of its specialties can afford to be without it. It is well illustrated, the number for September having seven engravings of new styles. The subscription price is \$2 per annum.

News from the Schools.

THE NEW SUPERINTENDENTS.—The Special Committee of the New York Board of Public Instruction appointed to make certain changes in the duties of Assistant Superintendents met on Wednesday to review its recent report, which was referred back at the last meeting of the board, owing to the appointment of Mr. September 1 of John Jasper, Jr., late Principal of Grammar School No. 51 and of the Evening High School, and Arthur McMullin, late Principal of Grammar School No. 54, as additional Superintendents. Hitherto the allotment of duties of assistants has been made by the City Superintendent, but by a resolution of the board of July 24, the specific duties are to be hereafter designated by the board itself. The Committee, after long deliberation, yesterday determined to adhere to the original report, which will therefore be submitted at the meeting of the board next Wednesday afternoon. The report recommends the allotment of the two higher grades of the Grammar Schools to Assistant Harrison; the six lower grades of the Grammar and the three higher grades of the Primary Schools to Assistant Fanning, Jasper and McMullin, and the three lower Primary grades to Assistant Calkins and Jones.

On the appointment of the new assistants, whose salaries were fixed at \$3,800 per annum, a motion was made to increase the salaries to \$4,000 each. This was followed by amendments for an increase of the salary of the City Superintendent and the whole staff of assistants, and also of the salary of President Hunter of the Normal College. The subject was referred to the Committee on By-Laws, who, it is currently reported, will recommend an increase of salaries as follows: City Superintendent, \$10,000; Assistant City Superintendent, \$4,750 to \$5,000; Assistant Harrison and Calkins, \$4,250 to \$4,500 each; Assistant Fanning, Jasper and McMullin, \$3,800 to \$4,000 each, and President Hunter, \$4,750 to \$5,000. It is rumored that a movement will be made for an increase of the salary of the City Superintendent to \$6,000, but this lacks confirmation. It is, however, decided that President Hunter shall receive an increase equal to any which may be awarded the City Superintendent. Superintendent Calkins already receives an additional amount of \$1,000, equal to one-fifth of his salary, for instruction in official teaching on Saturdays at the Normal School. He is considered the head of the 97 Primary Schools of this city, while Assistant Harrison is regarded as the head of the 97 Grammar Schools. Both, however, act under direction of the City Superintendent, while Assistant Fanning acts as a general assistant in both departments. Assistant Jones, who acts in the Primary Schools, does not seem to have made any effort for an increase of his salary, which is now \$3,600 per year.

THE EVENING HIGH SCHOOL.—Jared S. Babcock, Vice-Principal of the Evening High School has been nominated Principal, vice Jasper, promoted, and also Principal of Grammar School No. 54, vice McMullin, promoted. The Evening High School will begin a term of 24 weeks, at Grammar School No. 35, in Thirtieth street, near Sixth avenue, at 7 P. M. on Monday, Oct. 7. In addition to the usual course of studies, instruction will be given in anatomy and physiology by Dr. Harvey Dew. The women students of the Normal College have pursued these studies with much zeal, for a considerable time past, under Prof. Redfield.

OBITUARY.—Mr. Joseph H. Wiley, Vice Principal of Grammar School No. 49, died at his residence, No. 216 East Broadway, on Tuesday last. The cause of his death was typhoid fever. Mr. Wiley was well known and highly esteemed for his ability and noble qualities. His funeral will take place from All Saints' Church, corner of Henry and Scammon streets, Saturday afternoon, at one o'clock.

The Vice Principals of the New York Grammar Schools are requested to attend the funeral of our deceased associate, Joseph H. Wiley, on Saturday afternoon, Sept. 1st at 1 o'clock, from All Saints' Church corner of Henry and Scammon streets.

ROBERT H. FETTER, President.

ANDREW B. WILLIAMS, Secretary.

THE EVENING SCHOOLS.—The following notice has been issued by the Committee on Normal, Evening and Colored Schools in relation to the opening of the evening schools:

Evening schools.—Education free.—Evening schools for males and females will be opened at the school-house hereinafter designated on Monday, Oct. 7, 1878, and continue sixteen weeks. The principal of each school will be in attendance at the school building one week, beginning Monday, September 24, before the commencement of the term, between the hours of 7 and 9 o'clock each evening, for the examination,

registration and classification of pupils applying for admission. No pupil shall be admitted to the evening schools except those whose ages or avocations are such as to prevent their attending the day schools. Said pupils, at the time they apply for admission, shall be accompanied by some responsible person, or shall present a certificate satisfactory to the principal, attesting their identity and respectability, but no pupil shall be admitted who has not attained the age of ten years. Applications for admission must be made at the school-room where the schools are opened. An evening high school will be opened in Grammar School-House No. 25, on West Thirtieth street, near Sixth avenue, for a term of twenty-four weeks. The principal, with a number of the teachers, will be in attendance two weeks, beginning (Monday, Sept. 25) before the commencement of the term, to examine applicants for admission.

Wards.	No.	and Location of School Houses.
1st	49	97 and 99 Greenwich street.
2d	1	25 Vandewater street.
3d	44	Corner of North Moore and Varick streets.
7th	31	Monroe street, near Montgomery.
8th	21	West Thirtieth street, near Seventh avenue.
10th	42	Albion street, near Henry C.
11th	26	Ninth street, near Avenue C.
12th	37	Eighty seventh street, near Third avenue.
13th	48	Carmanville.
15th	57	One Hundred and Fifteenth street, near Lexington.
17th	13	Houston street, near Essex.
18th	27	Twentieth street, near Second avenue.
19th	27	Forty-second street, near Third avenue.
20th	23	Blackwell's island.
21st	23	West Thirty-fifth street, near Ninth avenue.
22d	17	Forty-seventh street, near Eighth avenue.

Wards.	No.	and Location of School Houses.
6th	24	Elm street, near Leonard.
7th	3	Henry street, near Pike.
8th	26	Clark street, near Broome.
11th	15	Fifth street, near Avenue C.
12th	46	Carmanville.
13th	46	Carmanville.
14th	21	Marion street, near Prince.
15th	11	Seventeenth street, near Eighth ave.
17th	13	Fourth street, near First.
18th	19	Fifty-third street, near Lexington ave.
20th	23	Twenty-eighth street, near Ninth ave.
21st	14	Twenty-ninth street, near Ninth ave.
22d	19	Fortieth street, near Eighth ave.

Wards.	No.	and Location of School Houses.
No. 2.		South Fifth avenue, near Broome, Males and Females.
No. 3.		Allen street, Males and Females.
No. 4.		Seventeenth street, between Sixth and Seventh avenues, Males and Females.

By order of the Department of Public Instruction.
LAWRENCE D. KIERMAN, Clerk.

W. K. DUNN, Com. on Normal, Evening and Colored Schools.

NEW SCHOOL.—The new public school in Fifty-seventh street, between Second and Third avenues, will not be opened till the middle of October, as the fitting up and furnishing of the rooms will not be completed till that time.

THE BIBLE IN THE HUNTER'S POINT SCHOOL.—The Long Island City Board of Education decided, Friday evening, that the Bible shall open at 8 P. M. hereafter, and that the Bible shall be read in connection with the opening exercises, but that children whose parents object to their listening to the reading of the Scriptures will not be required to present themselves until 9 o'clock, at which time the reading must cease.

THE NEW HAMPSHIRE SCHOOLS.

The last State report has not yet come to hand. We are favored, however, with the reports of the School committee and Superintendent of Public Instruction, and the principal manufacturing city of the State, which present several features of interest. We learn from the committee that the salaries paid female teachers are \$450 and \$500 in grammar schools, and \$350 to \$500 in the high school. The amounts paid to male teachers are not stated, but the committee say of them: "Though relatively high, we cannot expect to secure for less such teachers for these positions (the higher grades) as their importance demands. We trust to them mainly, in their capacity as masters and directors of large schools for the development, not only of a thorough scholarship, but of a courteous, upright and honest manhood in the youth of our schools. Nothing short of this is worthy of a man, and the true man only can accomplish it. The public will, we apply to the test, and salaries will be determined, not so much by rates paid in other towns, as by the more correct estimate of the nature of services actually rendered." A request having been presented to the committee by the pastor of the French Catholic Church that the children of his congregation might be taught the French language in the schools, the committee deemed it inexpedient to accede to it as it would entail unnecessary expense. "We do not understand," they say, "that French children do not acquire English readily in our schools, or that, like the Irish Catholics, the French people demand separate schools. On the contrary, large numbers of their children are in our schools, pursuing the same studies and making equal progress with others." The committee further says: "There are grave objections to the plan on the score of expense and inconvenience, and on the broader ground that a plurality of languages has always proved a serious drawback on the prosperity of communities where it existed. We like to contemplate the day when we shall be a homogeneous people with a common language, and we regard our common schools as the most efficient means to that end." The State has a general law, passed in June, 1870, making school attendance compulsory by holding the parent and the child not responsible; but still the committee find room for complaint of truancy and absenteeism. "Our schools are attractive, efficient and free, and yet a large class of our citizens reject them altogether, withdrawing from them nearly a thousand children, to be placed in schools which may answer the letter of the law, but which, in our belief, cannot realize the great and beneficent results of our common-school system to society or to the child. From four hundred to five hundred children are at work in the mills or elsewhere, receiving a modicum of instruction, as they are reached by the law. We have in our own schools, all told, thirty-five hundred scholars. Deducting all we have named from the estimated total number of persons of school age in the city, we have remaining from two hundred to five hundred who by no chance or pretext can have received a syllable of instruction from our schools the past year. These, though not all transients in the strict sense of the term, have been proper subjects for the work of the transient officer, and should have been brought in. The superintendent, Mr. Joseph G. Edgerly, in addition to his report of routine matters, discusses various educational topics with much intelligence. The complaints of "high-pressure" in the schools, or forcing the child-mind to greater tasks than it can well accomplish, he inclines to think are not well founded—that the effects for which the schools are blamed are due to causes entirely apart from them, in many cases to the indiscretions of parents or children, or both. There is a law regarding

the employment of children in the mills, which provides that they cannot be so employed when under fifteen years of age unless by permission of the superintendent. This law is generally observed by the overseers, though there are some violations of it, for which the superintendent recommends prosecution of the offenders. A practical system of education in music is strongly recommended; likewise education in drawing; and the superintendent closes with a protest against what he terms "a regular cast-iron graded system" of teaching, which makes no allowance for the different tastes and capacities of children.

THE WORKINGS OF OUR ELECTORAL SYSTEM.

When the American statesmen of 1787 formed the Constitution of the United States, which was accepted the next year by the American people, they seem to have been much afraid of "Democracy," which was not so popular a term in those days as it is at present.

One of the consequences of that fear is to be seen in the manner in which they arranged the election of President and Vice-President of the United States.

Instead of providing that those officers should be chosen directly by the people, they put into the Constitution a provision that their election should be made by Electors; and those Electors were themselves to be chosen in such manner as the Legislatures of the States should direct.

There can be no doubt that it was the intention of the framers of the Constitution that the Electors of each State should form a perfectly free and independent body, and that these Electors should vote for whom they pleased for the President and Vice-President, without regard to popular sentiment.

As little doubt can be entertained that the framers of the Constitution meant that the Electors should be chosen by the Legislatures and not by popular vote. But neither their intention nor their expectation have been realized.

The Electors never have been an independent body. They have been the mere creatures of those who appoint them, voting as simple agents, having no freedom of choice and apparently desiring none. Neither have the Legislatures exercised the authority given them to appoint Electors. They are chosen by the people directly. The old things have passed away, and like European emigrants, they will return no more.

While the Electors have thus become mere Democratic agents, it is equally certain that the electoral system can be made so to work as to give the Presidency and Vice-Presidency to men chosen only by a minority of the people, while the candidates of the majority may be utterly defeated.

The number of Electors at the next election for President and Vice-President is expected to be 366, of whom 293 will answer for the members of the United States House of Representatives, and 73 for the members of the United States Senate. The votes chosen President for the next presidential term must receive 184 of these electoral votes.

If there will be a division of the voters into three parties, the effect of this may be to cause the election of 184 Electors by not much more than a third of the voters; and such Electors could elect the next President.

For example: There were about 450,000 votes cast for Electors in Illinois, in 1868. This year the number of votes given by that State will not be far from 480,000. Now, suppose those votes should be divided as follows: For Democratic Electors, 200,000; for Republican Electors, 180,000; and for Greeley Electors, 85,000; the Democrats would secure all the 31 Electors to which the State is entitled, though the majority against them would be 80,000, or almost 4,000 for every elector. If in a majority of the States the vote should be cast in a similar manner, the Democrats could elect 184 Electors and yet be in a minority of about 700,000. We do not say that this will happen, but it is perfectly clear that it might happen.

That a man can be chosen President, and yet have but a minority of the voters support him, appears from the history of the election of 1860.

That year there were four Presidential candidates: Mr. Lincoln, Mr. Breckinridge, Mr. Douglas and Mr. Bell. Mr. Lincoln was elected, receiving 180 electoral votes, while only 136 were cast against him. Yet the popular majority against him was almost a million! To be exact, it was 947,269, without counting the vote of South Carolina.—*Youth's Companion.*

WORDS, WORDS, WORDS.

Nothing is so fascinating, so dangerous or misleading, as the study of words. These are mere symbols spoken, written or printed, and are purely arbitrary. Their form and use are controlled by grammar, and the custom of scholars and writers. But the man who studies them for themselves, who reduces about them or quibbles over them, will probably belittle his understanding, as he will surely destroy his style. Moreover, a little knowledge on this subject is a dangerous thing, and the possessor of it is given to thinking that his wells of knowledge are undimmed are much greater than they really are. The student of this department, when he finds that his fellows employ a word or two inaccurately, imagines that their minds are less acute, active and cultivated than his, and he assumes, wrongly often, that he is greatly their superior. Mr. Richard Grant White is as free from this affection as any distinguished philologist, and yet he is as often mistaken in accurate in his criticisms. He runs down American journalism, and speaks of our press writers with dispraise because a national style is being formed (he would say is forming) different in some particulars from accepted models.

We undertake to say that no more beautiful English is to be found in any newspaper than is to be met with in the pages of several of our great dailies. In neatness and classical elegance the *World* cannot be surpassed, and in force and grace the *Tribune* has no equal. We select these because we have so often been struck with admiration at some of the articles they contain. Of course we do not refer to reports or correspondence, but to the editorials, some of which in the *World* are charming in their playful, sarcastic brilliancy, and in their finished beauty and accuracy of expression; while the thundering diction of the *Tribune* has caused many an enemy of the principles of that sheet to tremble. We could also refer to articles in many of our journals, although the principles governing American ideas of newspapers do not require elegance of diction so much as enterprise in obtaining news. Nevertheless, we will pit the *World*, for accuracy of its English, against any daily paper printed.—*Citizen.*

An old wine-bibber says that an empty champagne bottle is like an orphan, because it has lost its pop.

GENERAL INFORMATION.

—Teachers, now is the time to order Ellsworth's Copy Books.

—Any lady who will give a small amount of attention to the task may soon become an expert operator upon the Wilcox & Gibbs Silent Family Sewing Machine, and with its help may save hundreds of dollars annually in the expenditures of a large family, without risking her health. It is impossible to do this with any double-thread machine. 658 Broadway, N. Y.

WANTS.—Reliable lady agents wanted in every county in the United States to sell our novelties in Rubber Goods. Exclusive territory given. For circulars, terms, &c., address Mrs. G. W. Wood, care Good-year's Rubber Co., 7 Great Jones street, New York.

FACTS FOR THE LADIES.—Mrs. E. K. Barmatyn, La Sueur, Minn., has tried many machines and found none to compare with her Wheeler & Wilson Lock-Stitch, which she has used seven years without any repairs, earning about \$30 a week, and enjoys perfect health. See the new improvements and Woods' Lock-Stitch Ripper.

LAUGHING GAS.—This wonderful discovery for the relief of pain was first made by Priestly in 1776. The discovery of the anesthetic use of it for the painless extraction of teeth was made in 1844, by Dr. Horace Wells, of Hartford, Connecticut, and to him alone is due the honor of being the originator of this great discovery. The New York Dental Association, Broadway, corner Twenty-third street, make a specialty of the use of the gas, and is the only office in the city where the other branches of dentistry are entirely excluded.

—Drunkennes and opium eating. Dr. Beers, 107 Fourth avenue, New York, has permanent and painless cure for both. Thousands cured. Send stamp for conclusive evidence.

BEWARE OF COUNTERFEITS.—Use Brumwell's celebrated Cough Drops. The genuine have A. H. B. on each drop. General depot, 410 Grand street, New York.

—Dr. Colton originated the laughing gas for painless tooth-extraction, makes the gas fresh every day, and performs just what is promised. Come to headquarters, 10 Cooper Institute.

—Headquarters for nitrous oxide gas for extracting teeth without pain.—Dr. Hasbrouck, late operator at Colton's Office, 956 Broadway, corner Twenty-third street.

—That which is attracting the most attention at the present time is the new hair preparation, "Gleed Balm," introduced by Dr. B. F. Atwood, which is entirely different from those in general use, being free from all poisonous matter and other objectionable features. It has achieved some remarkable cures of baldness and also of other diseases of the scalp and hair. In short, it is a *hair grower and reproducer*. We have no hesitation in recommending this valuable article to the use of the readers of our journal. For further particulars we refer to advertisement in another portion of our paper.

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THE THREE BELLS.

BY JOHN G. WHITTIER.

Beneath the low-hung night cloud
That raked her splintered mast
The good ship settled slowly,
The cruel leak gained fast.

Over the awful ocean
Her signal guns pealed out,
Dear God! was that Thy answer
From the horror round about?

A voice came down the wild wind,
"Ho! ship ahoy!" its cry,
"Our stout Three Bells of Glasgow
Shall stand till daylight by!"

Hour after hour crept slowly,
Tossed up and down the ship lights,
The lights of the Three Bells!

And ship to ship made signals,
And answered back to man,
While out, to cheer and hearten,
The Three Bells nearer ran.

And the captain from her taffrail
Sent down the ship's ladder,
"Take heart! Hold on!" he shouted,
"The Three Bells stand by!"

All night across the waters
The toiling lights shone clear;
All night from reefing sails
The Three Bells sent their cheer.

And when the drowsy watches
Of storm and darkness passed,
Just as the wreck lurched under,
All souls were saved at last!

Sail on, Three Bells, forever,
In grateful memory sail
Along on Three Bells of rescue,
Above the wave and gale!

As then, in night and tempest,
I hear the Master's cry,
And, tossing through the darkness,
The lights of God draw nigh!

HOW CUSHION LACE WAS INVENTED.

It was the winter of the year 1564, and the mines of Saxony, being no longer considered productive, were closed. Hundreds of men were, in consequence, thrown out of employment, and among them one Christopher Uttman. He had a wife and two infant children, and his heart was filled with despair on their account. Of himself he never thought; he knew that he was capable of stubborn and ponderous endurance—the pits had been more than once closed before even in his lifetime—but endurance was no the quality most required now; the voice from his hearthstone was a trumpet-call to action, yet what could he do? He was powerless from inevitable necessity—the necessity of ignorance. He had been reared in a pit; he was unacquainted with every kind of manual labor except that exercised in his fearful calling. With a heavy heart he returned to the lowly cottage, the interior of which the care and tastelessness of his wife had rendered comfortable, nay, even beautiful, and placing in her hand his last week's wages, he exclaimed indignantly: "Barbara, what shall we do? I am not to return to the mines any more. They will all be closed next week, and will never be reopened."

Barbara had heard before her husband had returned home that the pits were about to be closed for an indefinite period; she was therefore in some degree prepared for the tidings, and replied cheerfully: "We shall no doubt do very well. We shall seek God's guidance; He will direct us. We are young, and strong, and healthy, and need not despair of being able to provide for our dear ones, because the mines of Saxony are shut up."

Fortunately for the miner, his wife was not only good and gentle, but prompt and clear-minded. She comprehended at once all the perplexities of their condition—all that must be endured at the present time, and all that might be dreaded in the future. After a while she stole away to the inner closet of her little cottage, and having first sought wisdom from on high, set about considering what it was best to do. It was no dreamy and fantastic speculation which excited her mind; she was sober, practical, but calm and accurate was the scheme she then shadowed forth—though it was never quite realized.

Barbara had been in the habit of assisting in the maintenance of her little household by embroidering muslin veils. At first, she worked only for the mine-owners' wives and daughters; but so imaginative and delicate was her skill and taste in this art, that her fame had reached lately more than one of the German courts, and many a noble dame had availed herself of the graceful productions of Barbara's needle, and added to her heavy brocade dresses the elaborately embroidered, yet light and beautiful, muslin train and ruffles. The care of her infant twins, however, together with many other domestic duties, had hitherto afforded her but little time for the exercise of her art; but now, though these cares and duties were rather increased than lessened, she determined, without neglecting or omitting one of them, that by the labor of her hands should her family be supplied with bread. "My husband told us," she mentally exclaimed, "and now I will work hard for him."

The next day after the closing of the mines, Barbara arose with the dawn, and having put her house in order and prepared the morning meal, she commenced her work. Steadily she wrought on hour after hour, never moving from her low seat near the window, except when obliged to do so for the fulfillment of some household duty. A little girl, the daughter of a neighbor, was sent for to look after the children, and Christopher contrived to find useful employment in the little garden which separated his cottage from the road, and which heretofore had been Barbara's care. In the evening he assisted in preparing the supper, and thus the first day passed away happily and happily. Three months thus rolled by, and Barbara looked with justifiable pride on the production of her artistic skill—a veil, which far exceeded anything she had ever before attempted, in its singular beauty of design and elaborateness of embroidery. With a happy smile, eloquent of joy and hope, she left her home the next morning carrying the veil in a curious basket covered with richly embroidered cloth. We may here remark, that the art of embroidery, as known at that period, are now forgotten, and though many specimens are still preserved among the precious relics of continental churches, and not a few of them have been subjected to the closest examination, even to having portions picked out with a pin, yet is the mystery still undiscovered.

It was a bright summer morning; never did the flowers look more lovely, or the fruits more luxuriant. Barbara looked back more than once at her pretty cottage, now covered by a profusion of roses and creeping plants, and looked those beloved ones who still slept on, unconscious of her absence. Arrived at a certain castle at some leagues distance about noon, she was at once admitted to the presence of its fair mistress, with whom Barbara was a favorite. Having replied to kind in-

quiries about her husband and children, she looked consciously at her little basket. Her heart beat almost audibly, and her cheek flushed to a deeper glow than the unusual long walk would have caused, as she raised the lid, and, shaking out the delicate veil, threw it over her extended arm. Never before had she displayed such a specimen of her skill, and never before did so much depend on its being duly appreciated; both her purse and her little store were exhausted. The joyful hope, however, with which she had left her home and entered the lady's presence was fast leaving her heart, as the sudden exclamation of delight and approval which she had expected fell not on her anxious ear, and a strange, deep dread was finding its way into and rolling heavily in the room of the departed guest. "It is very beautiful," said the dame at last, still without reaching her hand to touch the veil, "very beautiful, truly; but could your skill only accomplish something like this, Barbara, I would purchase it at any price, it is so lovely and so uncommon."

She had opened a drawer while speaking, and handed the sorrow-stricken Barbara a border of Brussels point-lace. Barbara let the veil fall into the basket, and, struggling hard to subdue her emotions, took the border into her hands. She had never before seen Brussels point, and she now eagerly and anxiously examined the beautiful fabric. "It is very lovely," she said, in a low, sad voice; "my work cannot indeed compare with this. For a minute she continued her careful examination, and then returning it with a low obeisance, took up her basket and departed.

How changed to her eyes now appeared the bright world she had looked upon with such delight but one short half hour before! The deep sorrow in her own heart had banished its beauty from the landscape. She turned her steps homeward, and it was too late then to seek another purchaser—and traversed slowly the same shady alleys which she had so lately trodden with an elastic step. After a while, she suddenly stopped, and, sinking on the soft green sward, exclaimed: "Let me think. She placed her little basket beside her, and covering her face with her hands, once again muttered: "Let me think."

Mute and motionless—as we learn from Barbara's own narrative—she continued to think and to pray; and more than an hour elapsed before she lifted her head and once more started on her homeward path. It was late in the evening when she returned; her children knew not the name of "quilling," but she was standing at the door watching for her return with a look of hopeful and anxious love. She raised her eyes to his; her face was glowing with youthful thought, and her beauty, and seemed illuminated by some powerful, new-born hope.

"Husband," she said, as soon as the first greetings were over, "I shall want you to be very busy for me; I require a dozen of nice round sticks, not thicker or longer than your middle finger; and I shall want you to give them to me as soon as possible."

"With pleasure, you shall have them, dear wife," he replied; and accordingly, as soon as they had partaken of a frugal supper, he set to work. Meanwhile, Barbara was occupied in making a small, hard round cushion. The covering was of green stuff—as are sold—and it was filled with hay. By midnight, the task of each was completed.

Next day Barbara shut herself up in the little inner room of her cottage. She had the sticks and the cushion with her, and she only entered the outer room when her presence was absolutely necessary. The second day she again absented herself, and likewise the third day, leaving her husband, with rare tact and delicacy, neither asking her questions nor suffering any officious neighbors to intrude on her. It was well for all parties that his trusting affection for Barbara's mind was pursuing this wise course, for Barbara's mind was working, and the least interruption in the pursuit, though kindly meant, might only serve to throw an additional shadow on the path.

On the evening of the fifth day she rushed from the closet, and, throwing herself into her husband's arms, exclaimed: "Christopher, beloved, thank God with me! See what he has enabled me to accomplish!" and she showed him a piece of lace which she had made on the cushion, and which resembled what we now know under the name of "quilling." The lace, afterwards richly embroidered; and, as she looked on her beautiful handiwork, she believed that she had, unaided by human intervention, discovered the method by which point-lace was manufactured. In reality, however, she had done much more; she had invented a new article of equal beauty and greater utility, the lace at present so well known as "cushion" or "bone lace."

Barbara Uttman's name soon obtained a world-wide reputation, and her invention was spoken of as the most wonderful of the age. In various ways, however, the quilling laces were ordered, not by private individuals, but by merchants of every quarter of the globe; and in order to supply the demand, she employed all the poor girls in her neighborhood. In a very short time she removed to a large and comfortable house in Dresden, and for many years after both she and her husband devoted their evenings to mental improvement. How well they succeeded may be gathered from the fact that Christopher became a wholesale exporter of the valuable fabric which his wife had invented, and that he managed to the perfect satisfaction of all parties the complicated details which his business involved. As for Barbara, her "children" called her blessed, her husband also, and he praised her. Beloved and respected, she lived to a good old age, and on the evening of her death there were sixty-four children and grandchildren assembled in her home.

The simple principle on which Barbara's lace is made is thus described by Dodd: "The lace-maker sits on a stool or chair, and places a hard cushion on her lap. The desired pattern is sketched on a piece of parchment, which is then laid on the cushion, and she inserts a number of pins through the parchment into the cushion, in places determined by the pattern. She is also provided with a small number of bobbins, on which threads are wound; fine thread being used for making the meshes or net, and a coarser thread for the filling. The threads are then twisted one round another in various ways, according to the pattern, the bobbins serving for handles, as well as for store of material, and the pins serving as knots or fixed points, or centers, round which the threads may be twisted. The pins inserted in the cushion at the commencement are merely to hold the threads, but as each little mesh is made in progress of the working, other pins are inserted to prevent the threads unwinding, and the device on the parchment shows where these insertions are to occur."

The "point-lace" which Barbara Uttman

at first believed she had discovered the secret of manufacturing was made without either cushion or frame. The worker provided herself only with a variety of thread and variously shaped needles, and then placing a rich design drawn on paper, either on her knee or on a convenient table, she initiated it with exactness, progressing at the rate of a few square inches each week, until at length, after years of patient labor, she should complete one of these beautiful, complicated and delicate pieces of lace, which now excite so much admiration and surprise in those fortunate enough to be allowed to examine the furniture of old cathedrals either at home or on the continent. It is supposed that for many hundreds of years, point-lace was wrought only by noble dames, and even by them only to offer it to favorite churches. As an article of dress it was first worn at Venice; soon afterwards gorgeous specimens of it were displayed by the merchants of Genoa and next it was found in Brussels, but so immensely surpassing in quality and quantity all that had ever before been heard of that it at once received, by universal consent, the name of Brussels Point. Early in the seventeenth century it was introduced into France, and was soon made by the peasantry and by a poor but industrious woman named Du Mont.

THE WISCONSIN SCHOOLS.

Many of us can readily recall the time in the history of Wisconsin when the State was regarded as "howling wilderness." That it has made rapid strides since the march of improvement commenced there, is sufficiently proved by the annual report of Mr. Samuel Fallows, the Superintendent of Public Instruction, for the school year ending with August last. Here is a well-printed volume of some 670 pages, filled with valuable information regarding the educational interests of the State, including the report of the Board of Regents of the University of Wisconsin, reports of County Superintendents, reports of three Normal Schools, Reading Reports, etc.—all indicating a remarkably healthy condition of public sentiment in respect to public education. Indeed, the superintendent says, in his opening paragraph, "It gives me great pleasure to be able to report that very satisfactory progress is being made in the great work of education in this State. In many of the counties new and comfortable school-houses are taking the place of old, commodious and dilapidated buildings, some of them being large and elegant structures—others being greatly aided in building school-houses by the grant of land from the State. There is some confusion of statistics, owing probably to an incomplete system or carelessness in making returns, but it appears the number of children under sixteen years of age is 420,948, an increase of 8,467 over 1870. The number reported as attending public schools is 365,285; private schools, 17,367; academies and colleges, 2,253; benevolent institutions, 1,150; total, 385,955. 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